DOCUMENT RESUME

ED 025 880 EC 003 261

Curriculum Guide for the Educable Mentally Handicapped.
South Carolina State Dept. of Education, Columbia. Div. of Instruction.
Pub Date 68
Note-57p.
EDRS Price MF-$0.25 HC-$2.95
Descriptors-*Curriculum, Educable Mentally Handicapped, *Exceptional Child Education, Guidelines, Instructional Materials, Intermediate Grades, Junior High Schools, Language Arts, *Mentally Handicapped, Music, Primary Grades, Program Administration, Sciences, Senior High Schools, Social Studies, State Curriculum Guides, State Laws, Teaching Methods
Identifiers-South Carolina

Focusing on the general objectives of emotional, social, and academic development, and economic and physical growth, five areas of curriculum are described. The area of language arts includes motor, oral sensory development in readiness, habits and attitudes, reading, writing, spelling, and language. Arithmetic instruction is divided into primary, intermediate, and secondary levels; science and social studies concepts are presented for primary, intermediate, and junior and senior high levels. Singing and rhythms are included in music education. Appendixes list information on instructional materials centers and state guidelines for classes for the educable retarded. (RP)

EC003261

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CURRICULUM GUIDE

for the

EDUCABLE MENTALLY HANDICAPPED

COLUMBIA, SOUTH CAROLINA

EC 003 261

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

An important key to effective teaching is an understanding and acceptance of all children and how they differ. Acceptance and understanding of mentally handicapped children have progressed much faster in South Carolina since the passage in 1954 of the Special Education Act which provided special instruction for the mentally and physically handicapped.

Schools have the general problem, with the assistance of state supervisors and psychologists, of determining the needs of children for special education and then of developing and conducting a program to meet the needs of these children. Many of these children became discouraged in the past and dropped out of school, never receiving the education of which they were capable.

In a democratic society, we believe that every child should be given an opportunity to reach his full potential. Mentally handicapped children need a special curriculum, special teaching methods, and special materials to enable them to progress satisfactorily.

This guide is developed as an aid to teachers of mentally retarded children. The suggestions and recommendations will enable teachers to plan meaningful experiences for students.

CYRIL B. BUSBEE,
State Superintendent of Education.

INTRODUCTION

In the final analysis, the improvement of education in the public schools is dependent on the initiative, understanding, and cooperation of the individual teacher. This guide is designed to help you, the teacher, improve your techniques of teaching so that those boys and girls under your influence may reach maximum development commensurate with their abilities and potentialities. Broad basic guidelines for teaching are presented in the areas of language arts, arithmetic, science, social studies and music.

In addition to the many ideas for teaching presented in this guide, an arts and crafts guide has been published which provides directions for many interesting activities to supplement academic instruction in the areas listed above.

Due to the availability of physical education guides at both the elementary and secondary levels, physical education was not included as a special subject area. These guides can be secured from the STATE DEPARTMENT OF EDUCATION, 1001 RUTLEDGE BUILDING, COLUMBIA, S. C. 29201.

You have a unique opportunity to help develop and enhance the lives of children who have been entrusted to your care. As you recognize this opportunity, you must also recognize your responsibilities in guiding educable mentally handicapped boys and girls in developing realistic goals for self-realization, social acceptance and satisfactory life adjustment.

It is our hope that this guide will help you, the special education teacher, as you strive to meet the educational needs of these exceptional children throughout our state.

W. BRUCE CROWLEY,
Director, Office of General Education.

ACKNOWLEDGMENTS

This Curriculum Guide for Educable Mentally Handicapped Pupils has been prepared through the cooperation of the South Carolina State Department of Education, Division of Instruction, for use in special education classes throughout the state.

W. Owens Corder, Chief Supervisor of the Program for Exceptional Children, directed the project until January, 1966. Robert P. Armstrong, Consultant for the Mentally Handicapped, directed completion of the guide.

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Special appreciation is expressed to the following consultants who visited the committee, reviewed the work, and offered valuable suggestions:

Dr. Wiestse DeHoop, West Georgia Teachers' College, Carrollton, Georgia;

Sister Miriam Terese, O.S.F., and Sister Mary Theodore, O.S.F., Superintendent, St. Coletta School, Jefferson, Wisconsin.

We are grateful to all who have made a contribution to the preparation of this material. Many favorable comments and valuable suggestions have been made by South Carolina teachers who have used a trial copy of the guide.

The following sub-committee members studied the trial copy and made important additions, deletions and changes in the format to insure greater usability in the classroom:

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Mrs. Bernice W. Stukes, Professor of Special Education, South Carolina State College, Orangeburg;

It is our hope that the use of this guide shall enrich the lives of mentally handicapped boys and girls throughout our state.

ROBERT P. ARMSTRONG, *Consultant for the Mentally Handicapped, Program for Exceptional Children.*

GENERAL OBJECTIVES

EMOTIONAL DEVELOPMENT:

1. Self-discipline
2. Sense of security
3. Sense of personal worth and dignity
4. Feeling of success and pride in achievement
5. Respect for the rights of others

SOCIAL DEVELOPMENT:

1. Social competence
2. Responsibility toward home and family living
3. Desirable attitudes toward constructive citizenship
4. Use of leisure time
5. Appreciation of cultural activities

PHYSICAL GROWTH:

1. Self-care
2. Sensory perception
3. Manipulative and coordinative skills
4. Speech correction
5. Safety

ACADEMIC DEVELOPMENT:

1. Development of an inquiring mind
2. Achievement in basic skills
3. Development of communicative skills
4. Promotion of creativity

ECONOMIC GROWTH:

1. Management of personal affairs
2. Successful relations with others
3. Awareness of community vocations
4. Appreciation for occupations
5. Vocational training and guidance
6. Vocational competence

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Language Arts

I. READINESS—SENSORY PERCEPTION

A. VISUAL DISCRIMINATION

Color
Shape
Size
Texture
Relationships - plane surface, left, right, center
Retention

METHODS

1. Concept by inductive reasoning
   - Presentation—This is red; this is blue
   - Identification and association—Take the blue
   - Naming—What color is this?

2. Matching
   - Objects
   - Pictures
   - Words

   This progression should go: solid shapes
   pictures of said shapes
   outline of shape

3. Field trips

4. Reproduction

   This progression should go: coloring
   tracing
   cutting
   copying simple shapes

MATERIALS

Everyday items containing basic shapes
Puzzles
Blocks

Collections of groups of objects such as: shells
leaves
squares of wallpaper
designs on cards
pictures on cards
nuts and bolts

B. AUDITORY DISCRIMINATION

Pitch
Loudness
Quality
Auditory memory
Sound identification—projection
localization of sound
space, as in front, back, etc.

METHODS

1. Development of memory skills

   This can be effected by: following directions
   relating experiences
   singing
   repeating in order: numbers
   objects
   directions

2. Discriminating

   Likenesses and differences such as: sounds in environment
   animal sounds
   children's voices
   musical instruments

3. Reproducing

   This means of checking auditory discrimination involves:
   - singing
   - mimicking
   - using voice to show emotions

MATERIALS

Songbooks and records
Games to include exercise in the method employed

Equipment

1. Piano
2. String instruments
3. Rhythm band instruments
4. Noise makers

C. TACTILE DISCRIMINATION

Weight
Texture
Temperature
Size
Shape

METHODS

1. Blindfolded touching
2. Immersing hands in different degrees of water to sensitize hands
3. Matching and sorting

MATERIALS

Box of objects—rabbit's foot, pine cone, sandpaper, ball
Clay, wet chalk
Sand tray for sand writing
Finger paint
Any objects of varying size, shape, plasticity, texture
Kinesthetic letters and numbers

D. OLFACTORY DISCRIMINATION

Pungent
Sweet
Pleasant and unpleasant
Acrid
Burning and other indications of danger

METHODS

1. Identify
2. Relate odors to places, seasons and other experiences

MATERIALS

Medicines
Leaves
Animals
Foods
Flowers
Cosmetics
Gasoline
Insecticides
Burning rags, leaves, foods

E. TASTE

Bitter
Sweet
Salty
Sour

METHODS

1. Taste article
2. Discuss at lunch time

MATERIALS

Herbs
Foods
Beverages
Chewing gum
Hot, cold and tepid

II. READINESS—MOTOR DEVELOPMENT

Gross—Balance
Gait
Grasp
Fixed gaze
Fine
Dominance—Hand
Eye
Leg
Laterality

METHODS (GROSS)

1. Dancing, walking, hopping, crawling
2. Indoor and outdoor exercises on mats and equipment
3. Work with hands as with clay or bouncing ball
4. Draw a snail pattern on the floor and let them walk it

MATERIALS

Records for exercise and dancing
Games such as: "Follow the Leader", "Hop Scotch"
Outside equipment like the "Jungle Jim", walking board, ladders
Building with lumber and nails, matching and screwing nuts and bolts

METHODS (FINE)

1. Buttoning, tying, zipping
2. Weaving
3. Coloring
4. Drawing
5. Tracing
6. Circles and lines
7. Copying

MATERIALS

1. Color books geared to the age and interests
2. Drawing books based on experiences on field trips
3. Kinesthetic letters or cardboard letters to trace

III. READINESS—ORAL DEVELOPMENT

Vocabulary building
Expressing ideas in sentences
Correct intonation, rhythm, and stress in reading

METHODS

1. Relating experiences
2. Naming objects and pictures for oral language development
3. Practicing social courtesies
4. Opportunities for oral expression by atmosphere of classroom
5. Groups of words such as: quantitative words
   rhyming words
   group words
   opposite words
   action words
6. Encourage speaking in complete sentences whenever practical

MATERIALS

1. Picture cards
2. Cut-out pictures in magazines corresponding to ideas, sounds or words
3. Records
4. Tape recorder

IV. READINESS—HABITS AND ATTITUDES

A. SENSE OF SELF-WORTH

1. Self-care
2. Emotional climate of room-routine
3. Respect for authority such as principal, substitute teachers, school patrolmen and other teachers
4. Respect for rights of others
5. Completion of tasks
6. Motivation—one's best at all times

METHODS

1. Buddy system
2. Assigned duties in classroom
3. Praise for honest effort and for tasks well done
4. Gear the material so there is no feeling of failure
5. Attention to grooming to further self-confidence and pride
6. Use consistent and well-defined discipline
7. Show respect for each child and his opinion

MATERIALS

1. Large mirror to appraise appearance
2. Sewing articles to care for clothing
3. Articles for personal grooming in the classroom
4. Achievement chart to rate grooming or attitudes
5. Occasional rewards for especially good behavior and achievement

CHECK LIST FOR READING READINESS

PHYSICAL—Any major physical handicap

Eyes—

Has he had his eyes tested?

Does he recognize color, shape, likenesses and differences?

Does he have any mannerisms concerning his eyes?

Ears—

Whisper tests

Does he seem to hear what is said to the group?

Can he hear likenesses and differences in beginning sounds?

Does his pronunciation of words (ex. kilt for killed) seem to indicate a need for ear training?

Speech—

Does he have an articulation or other speech problem and, if so, is he undergoing therapy?

General Health—

Does he seem to feel good?

Does he appear to be well-fed?

Is he on any type of drug that might need adjusting?

Hand-Eye Coordination—

Do his hands and eyes seem to work together in fine motor tasks such as cutting, using tools, etc.?

SOCIAL—

Does he work well in the group situation—take turns, cooperate, share?

Does he work out his problems alone before he asks for help?

Does he seem to enjoy group participation?

EMOTIONAL—

Does he remain calm when things don't go his way?

Does he seem generally happy and at ease in the school situation?

Can he adjust to change?

Does he seem willing to take criticism?

GENERAL CAPABILITIES—

Left to right coordination

Does he interpret meanings of pictures as well as details?

Does he grasp central thought of story?

Does he understand relationships as up, top, bottom, etc.?

Can he remember in order a number of things to do?
Can he give full attention for a reasonable amount of time?
Does he recognize his own name?
Does he write his own name?
Can he retell a simple story?

NOTES TO TEACHERS—

The teacher should constantly re-evaluate her program of instruction in relation to the child's potential based on current abilities.

Every child does not necessarily learn to read by the same method. Materials need to be varied and different methods attempted if one does not work.

Particular attention should be given to child's visual and auditory abilities through thorough screening by specialists.

An awareness on the part of the teacher of the degree of emotional stability of each child is vital to pupil progress.

Social Studies units of work will reinforce and extend vocabulary.

Some suggested units: "Use Eyes and Ears to Learn about the World"

"Animals"
"Community Helpers"
"State"

Gear your program to emphasize the things which will be most useful to the needs of particular individuals, keeping in mind job placement and social adjustment.

Teachers should make home visits.

READING

INDIVIDUAL DIFFERENCES—

This is the most important factor of all and the following should be considered: mental level
verbal facility
experience background
maturity—emotional, physical

WORD SKILLS—

Sight vocabulary

Techniques of word recognition in sequential program:

- picture clues
- context clues
- figures of speech
- idioms
- colloquialisms
- homonyms
- antonyms
- related words
- abstract meanings
- word forms—consonants
  - vowels
  - phonograms
  - compound words
  - hyphenated words
  - possessives
  - contractions
  - plural forms
  - endings of verbs
  - adjectives and adverb endings
  - prefixes
  - suffixes
  - stems and roots

BASIC COMPREHENSION—

Word meanings
Grouping words into unitary thoughts

COMPREHENSION STUDY SKILLS—

Skim
Read for main idea
Sequence of events
Relevant details
Follow directions
Draw conclusions
Remembering what was read
Location of information
Organizing and summarizing material

READING ALOUD—

Phrasing
Clear enunciation of words
Voice control
Timing and rhythm of speaking
Appropriate phrasing

STUDY SKILLS—

Card catalogs
Table of contents
Telephone book
Encyclopedia
Textbook
Taking notes
Outlining
Dictionary (alphabetical order, general location, guide words, base word, pronunciation, parts of speech, meaning)
Index
Time tables
Maps, charts, directions

ORAL READING SKILLS DEVELOPMENT—

Setting standards
Noting effect of punctuation
Studying stress appropriate to meaning
Altering voice to different characters, moods, and meanings

A. TEACHING SIGHT VOCABULARY

METHODS

1. Composing experience charts by pupils and teacher
   Make and use picture and word cards of main words
   Use word cards to label objects in class
2. Teach groups of words such as: parts of body, colors, days of week, months, action words, numbers
3. Use "look-say" method with flash cards
4. Labeling of all objects

MATERIALS

1. Pictures
2. Word cards
3. Sentence strips
4. Charts
5. Word wheels

B. WORD ATTACK SKILLS

METHODS

1. Picture clues
2. Context clues

3. Phonetic analysis such as rhyming words and initial consonants
4. Tactile (writing and tracing)
5. Structural analysis such as endings
6. Visual analysis such as familiar elements in a word, compound words, contractions, suffixes, prefixes and syllabification

MATERIALS

1. Letter cards
2. Word cards
3. Picture cards
4. Phonics charts
5. Phonics stencils
6. Sand tray

C. COMPREHENSION SKILLS

METHODS

1. Teacher always sets purpose for reading
2. Have students read for main idea, sequence of events, following directions
3. Try to keep material within their realm of experience and interest
4. Constantly check to see if there is retention of information as well as understanding

MATERIALS

1. Workbooks with basal series
2. Teacher-made work sheets
3. Pictures in sequence
4. Readiness booklets
5. Reading texts on pre-primer level
6. Sentence strips
7. Outside material to motivate interest in reading selection
8. Songs about material in text

NOTE TO TEACHER:

Word attack, vocabulary, and comprehension skills must be taught by all teachers in all subjects. Vocabulary and certain skills will vary from area to area.

D. ORAL READING

METHODS

1. Do choral reading
2. Use the tape recorder to hear himself read
3. Look for proper: phrasing
   enunciation
   voice control
   timing and rhythm of speaking

MATERIALS

Records

Supplementary reading material

Equipment

1. Record player
2. Tape recorder

E. SILENT READING

METHODS

1. There should be purpose for silent reading set up by pupil or teacher before he begins.
2. Safety should be taught specifically. Check for meanings such as exit, fire, etc.

3. Reading for enjoyment should be encouraged.
4. Reading for information or any of the comprehension skills should be employed in this area.
5. Be sure to follow up silent reading with oral questions and other means of checking comprehension.

MATERIALS

1. Picture dictionary made by teacher
2. Pictionaries
3. Records
4. Film strips to create interest
5. Related poems, songs, puppets, toys, etc.
6. Work books
7. Children's literature
8. Linguistic readers
9. Child's own stories
10. Teaching machines

F. ADVANCED READING

METHODS

1. With age the needs of the child should be geared to job placement, community living, and reading in leisure time
2. The skills should be reinforced
3. Reading will involve such study skills as:
   - table of contents
   - telephone book
   - encyclopedia
   - dictionary
   - index
   - time tables
   - maps
   - directions
   - newspapers

MATERIALS

1. Blanks (applications, etc.)
2. Driver's handbook
3. Catalogs
4. Signs
5. Cookbooks
6. Circulars
7. Guarantees
8. Filmstrips

READING LEVELS

If adequate reading progress is to be made, the materials used in the reading program should be at the student's level. The various reading levels are:

INSTRUCTIONAL LEVEL—no more than 5 errors per 100 words in oral reading, exclusive of proper names. He should be able to answer 3 out of 4 questions.

INDEPENDENT LEVEL—the student should make no more than 3 errors per 100 words and should read with 90% comprehension. Concepts understood at this level. This is the level for supplementary books.

FRUSTRATION LEVEL—the student will make more than 5 errors per 100 words and will have poor comprehension (less than 75%).

CAPACITY LEVEL—this level is found when the teacher reads to the student and he comprehends with 75% accuracy.

WRITING

Writing should be related to classroom activities to make it meaningful.

Cursive writing is best introduced after the child has attained a mental age of eight years and has developed required eye-hand muscular coordination.

SPELLING

GUIDE POSTS FOR SPELLING INSTRUCTION

1. The retarded child needs to spell because he will be called upon to correspond in business and socially and to fill out applications for employment and many other forms.
2. The handicapped child often cannot function well with the rules of phonics. He will spell partly by phonics, but will not be able to depend entirely upon phonics. Most of his spelling will be done by sight and from memory.
3. The child must be able to read the words which he is taught to spell.

METHODS

1. Have the child pronounce, spell, and write the word several times.
2. Have him cover word and write it from memory, checking for accuracy.
3. Have the child use the word orally in sentences.
4. Give spelling check-up individually, permitting each child to progress at his own rate. He is not given a new list of words until he has mastered his original list.
5. Reinforce by giving tests each week.
6. Give dictation when possible.

MATERIALS

1. Vocabulary from spelling texts and reading word list.
2. Pictionary of name words
3. Dictionary made in classroom
4. Lists of words usually needed for letter writing, grocery lists, etc.
5. Words for writing (word file box)

LANGUAGE

OBJECTIVES:

1. To train the child in better use of language
   a. To promote clear speech and expression in a variety of social and vocational situations.
   b. To help the child learn to write about some activity in the classroom.
   c. To give the child the language skills needed to operate with ease in his environment.
   d. To eliminate the more flagrant errors of the group—come, came

NOTES TO THE TEACHER:

1. Many of the activities employed in the development of oral and written language skills are found in the reading program. They should be reinstated regularly for complete understanding.
2. The child has two languages (home language and school language).
3. Emphasis should be on meaningful speaking and listening.
4. Oral communication is the one basic skill that is most markedly undeveloped.

5. The child must understand what others are saying, enter in some of their conversations or he will be cancelled out in a social group.
6. The more word meanings he has, the more verbal thinking he will do.

Primary

METHODS

1. "Telling" time
2. Picture interpretation
3. Read or tell story to children
4. Games with speaking parts
5. Dramatic play
6. Increase vocabulary
7. Discussions and informal talks
8. Group projects
9. Choral exercises

MATERIAL

1. Experiences
2. Pictures
3. Picture dictionaries
4. Toy telephones
5. Phonic records

Advanced

CONTENT:

1. Simple sentences: declarative, question, and exclamatory
2. Proper paragraphs
3. Simple letter writing forms
   a. letters to friends
   b. letters of application
   c. thank you notes
4. Writing labels and keeping records
5. Writing simple stories
6. Use of the telephone
7. Social graces

OPPORTUNITY FOR LANGUAGE DEVELOPMENT:

1. School activities
2. Outside activities
3. Occupations
4. Excursions
5. Directions
6. Explaining how something is done or how a game is played
7. Dramatization of commonplace happenings:
   a. use of telephone
   b. guest for a meal
   c. ordering a meal in a restaurant
   d. asking for a book in the library
   e. buying a ticket
   f. renting a house
   g. applying for a job
   h. polite conversation
8. Health and safety discussions
9. Notices
10. Classroom newspaper
11. Notebooks and diaries
12. Letter writing
13. Filling out forms
14. Retelling stories
15. Games

WRITING

A. READINESS

METHODS

1. Coloring shapes such as circles, squares and triangles.
2. Outlining or tracing shapes listed above.
3. Tracing lines left to right.
4. Joining dots to form patterns.
5. Joining dots to write name.
6. Tracing sandpaper letter for tactile and muscular development.

MATERIALS

Large pencils
Writing paper having guide lines

B. INTRODUCTION

METHODS

1. Make lines from top line to bottom line.
2. Make circles to fit between and touch lines.
3. Make short lines and small circles.
4. Learn to form capital letters using straight lines first: A, E, F, H, I, K, L, M, N, T, V, W, X, Y, Z. Learn to form circle letters O, C, G, Q, U, J. Learn to make D, P, R, B.
5. Learn the small letters in the same way beginning with circles and progressing to combine with lines.
6. Encourage good writing posture.
7. Teach spacing, size, form, margins, indentions and arrangement.
8. Teach cursive writing when transition is indicated by pupil progress.

Arithmetic

ARITHMETIC

Numbers become significant to a child when they are actively applied to daily living. Formal arithmetic, therefore, should be preceded by sufficient experience which builds and interprets meaningful number concepts.

Realizing the importance of numbers in overall education, the teacher should take advantage of every opportunity to stimulate awareness of these concepts in the child's everyday experiences. As understanding is established and a need recognized, a planned program for building skills is essential. This program should include:

1. formal instruction
2. incidental instruction
3. instruction correlated with unit activities

In the primary group, the task of the teachers will be largely in the area of readiness. *Never* should a child be limited to readiness, however, if he shows evidence of ability to advance to more formal work.

Primary

The basic primary program should:

Promote self-reliance in discovering quantitative relationships.

Develop concepts of time in connection with activities in the home and school.

Provide understanding of money values.

Develop a meaningful number vocabulary.

Teach concepts of form and quantity.

Use counting, writing of numbers, simple concrete combinations in addition and subtraction in real situations.

Intermediate

In almost every intermediate classroom there will be some children moved from the primary group even though they have not achieved the goals set for the primary class. This fact must be accepted and primary work must be continued in the intermediate class. The intermediate program should extend knowledge of the basic concepts received in earlier training. Emphasis on fundamental number processes should be made to:

Broaden number concepts.

Master addition and subtraction combinations.

Read and write numbers.

Use division and multiplication processes.

Create and solve problems.

Begin activity, craft, and shop work.

Secondary

At the secondary level, a good arithmetic program is dependent upon accomplishments made in the primary and intermediate classes. The secondary program is a continuation of previous number activities with emphasis given to practical problems in shops, home economics classes, and other vocational areas. Achievement in daily problem solving emphasizing numbers, measurements and quantitative features is the goal. To accomplish this goal, aid must be given to:

Develop skills in the four fundamental processes.

Understand the forms of measure.

Use fundamentals in actual problem solving.

Develop meanings and use of fractions.

Review processes forgotten or never learned.

PRIMARY

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
A. Readiness	
1. Word meanings	
more than less than as many as how many a few	Use: objects fingers class members counting frame
large-larger-largest small-smaller-smallest big-little tall-short long-short high-low	Compare: class members stick figures
first-middle-last right-left above-below in-out front-back over-under up-down top-bottom	Give directions to be followed.
round circle square triangle half	Use concrete illustrations. Draw and cut shapes. Cut an apple.
2. Matching objects with numbers objects of equal value	Use concrete objects.
3. Recognizing number in a set up to five	Use various objects in patterns.
4. Counting Meaningful counting 1-10 Counting for a purpose Recognizing numerals 1-10 Learning to form numerals	Use: objects counting frame flash cards songs and games "Ten Little Indians"
5. Money Recognition of coins penny nickel dime quarter half dollar	Use: real money
B. Beginning Academic Number Work	
1. Counting 1-100 Counting by 10's to 100 Counting by 5's to 100 Counting by 2's to 20	Use: number line counting frame
2. Numerals and number words Recognizing numerals to 100 Writing numerals to 100 Reading and writing number-words to ten	Use: Number line Matching numerals with words Chalkboard work Paper work
3. Addition facts to 10	Use: objects Numeral-tally cards
4. Subtraction facts to 10	Use: objects Counting frame
5. Personal data Know address Know telephone number Know age Know birthday	Make booklets Keep a birthday calendar

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
6. Money	Lunch money
Recognize coins to a dollar	Money for workbooks, etc.
Value of coins	Visit a store
	Play store
	Cost of a movie, ice cream, etc.
7. Time	Use:
day	Calendar
week	
month	
year	
morning	
noon	
afternoon	
evening	
night	
Telling time	Clocks
by the hour	real
half-past	instructional
quarter past	
quarter to	

INTERMEDIATE

1. Measurement	
Time	
day	Age:
week	child's own
month	others'
year	
season	
hour	Recognizing time for recess, etc.
minute	Practice telling time to the minute.
writing time: as 8:15	T. V. schedule.
P.M.	Schedule for school day.
A.M.	

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
Money	
value	buying and selling
names of coins	play store
$ and decimal point	real store
¢ symbol	making change
wages	earning
change	
Linear measure	Make personal measurements: height, waist, neck, arm.
length	
width	
height	
depth	
distance	Practice with foot rule, yard stick, and tape.
inch	Lay off playing areas.
foot	Distance from school in city blocks, in miles on odometer.
yard	
mile	
Weight	Use scales to:
pounds	weigh self
heavy	weigh objects
light	Estimate weight and check by scale.
ounces	
Liquid and dry measure	Use containers of various materials, shapes, and sizes to measure liquids and dry materials.
quarts	
pints	
gallons	
half-gallons	Practice recognition of size of bottles, jars, cartons, etc.
half-pints	
cups	
tablespoon	
teaspoon	
pecks	
bushels	

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
Measurement by number dozen half-dozen	Use: egg cartons soft drink cartons
Temperature hot cold degrees boiling freezing below freezing	Use instructional thermometer. Read thermometer: in classroom outside Use clinical thermometer. Regulate temperature in room.
2. Fundamental Operations Addition add plus sum addition facts place value checking column addition changing 10 ones to 1 ten changing 10 tens to 1 hundred	Work with: objects number line Practice: adding up to three-place numbers column addition checking Solve problems by addition.
Subtraction subtract minus difference remainder How much more? How much less? What is left? changing 1 ten to 10 ones changing 1 hundred to 10 tens	Use: objects number line chart flannel board magnetic board stick abacus place value containers Practice subtracting up to three-place numbers. Check by addition. Solve problems by subtraction.

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
Multiplication multiply times product relationship to addition multiplication facts	Use: objects number line chart Multiply up to three-place numbers. Check by addition. Solve problems by multiplication.
Division divide divisor dividend quotient remainder division facts relationship to subtraction relationship to multiplication	Use: objects number line chart Practice division with and without remainders. Use one-digit divisors, two- and three-place dividends. Check by subtraction and by multiplication. Solve problems by division.
3. Fractions 1/2, 1/3, 1/4	Cut objects: fruit candy paper plates Cut shapes into fractions: circles squares triangles Relate to measurements: half-yard half-gallon half-hour quarter-hour half-dozen quarter-pound

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
4. Development	Dictate:
Listening Skills	number to be repeated or written
Recall of numbers	numbers in hundreds, thousands, etc.
Place value	

JUNIOR HIGH

1. Measurement	
Time	Practice telling time in minutes.
clockwise	Solve problems in time—How long does it take?, etc.
counterclockwise	Figure time on the job.
telling time	Emphasize punctuality.
Money	Make out deposit slips.
deposit	Learn to spell number words to a hundred for check writing.
check	Write checks.
savings account	Endorse check.
interest	Practice wrapping coins.
percent	Study cost of borrowing.
borrowing	Study cost of installment buying.
loan	
installment buying	
sales tax	Learn to figure sales tax.
total	
wages	Perform work for wages.
cost	Figure cost of supplies.
	Learn about cost of clothing, etc.
Linear measurement	
Further familiarity with	Measure everything in the classroom—tables, chairs, chalkboard, etc.
inch	Do outside measurement.
foot	Lay out playing areas for games.
yard	
mile	
size	Give practice in selecting the right size in clothing.
Liquid measure	Plan a party or a picnic.
Review of units	Estimate amounts needed.
	Follow recipes.
	Figure gasoline needs for a trip.
	Figure miles per gallon.
Temperature	Give further practice in use of thermometers—room, clinical, and cooking.
2. Fundamental Operations	
Addition	Give further practice extending to larger numbers.
Subtraction	
Multiplication	
Division	Learn to use two- and three-digit divisors.
3. Fractions	
Changing to common denominator	Use paper circles, squares, etc.
Adding simple fractions	Cut them to show fractions and their relation to each other.
Multiplying by 1/2, 1/3, 1/4	Find cost of 1/2 yard, 1/4 yard, 1/3 yard.
4. Miscellaneous	
Rounding numbers	Use number line.
Estimating	Estimate answers to problems.
	Decide if an answer is sensible or silly.
Large numbers	Read large numbers from newspapers—millions, billions.

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
Following oral directions	Give practice in setting down examples from oral directions. Carry messages involving numbers. Perform errands involving numbers—go to the store to buy something.
Horizontal Vertical Parallel	Use crossword puzzles and other incidental learning. Give directions—as parallel streets.
Graphs	Read and construct bar graphs. Read and construct line graphs.
Shapes circle square rectangle triangle solids	Find examples in the classroom and elsewhere. Make designs.
Average	Figure grade averages. Read tables of average heights and weights.
Keeping records	Keep records of various kinds—farm and home records, class expenses for a party.

SENIOR HIGH SCHOOL

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
1. Time its value relationship between time and money promptness	Obtain part-time jobs. Figure amount of wages. Understand deductions from wages. Learn about social security benefits.
2. Money Buying groceries clothing entertainment "large economy size?"	Give experience in actual buying to learn "the best buy". Read weights on packages. Figure cost per ounce or per pound. Judge quality and durability to determine true value.
total	In a grocery store keep a mental account of the cost of purchases to avoid embarassment of buying more than you can pay for.
change	Develop habit of checking change.
Budget	Make personal budget.
Income Income tax Tax deduction	Make income tax return.
Savings	Make plan for savings. Use it. Sell for profit and re-invest.
Loan Interest Discount Percent Mortgage	Learn what is the need for a loan. Learn how to get a loan.
Rent	Learn amount of rent paid by own family.
Utilities	Learn cost of utilities. Find what they would cost a young couple.
Depreciation Insurance life hospitalization liability	Learn: What it is; who needs it. How much it costs.

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
Doctor's bills	Study actual bills of family or others known to the class.
3. Measurements	
weight	Weigh self.
height	Measure each other's height.
overweight	Study weight and height tables.
underweight	
speed	Give practice in using miles per hour.
rate	
speedometer	
speed limit	

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS
4. Miscellaneous	
Recreational aspects	
Scores in games	Keeping score—tally
Layout of football grid	Learn value of scores in different games—basketball 2, touchdown 6, run 1.
Inning	
Half	
Quarter	
Voting	Learn what a majority is.
Guarantee	Read guarantees for meaning.

Science

SCIENCE

Science teaching for educable mentally handicapped pupils is concerned with observations and experiences within the child's environment. The student learns by asking questions, seeing, touching, and doing simple experiments. Through observation and experience with natural and physical phenomena, a systematic study of science develops in a spiral progression throughout the grades. The objective is the understanding of the "what", the "how", and the "why" of things. In planning science activities, the teacher should be concerned with guiding the student's understanding of his environment to help him face life's experiences realistically. The content of an individual teacher's science program will depend largely on the interest of the pupils.

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
LIVING THINGS				
ANIMALS	Kinds of animals useful harmful	Kinds of animals useful harmful		
	Homes of animals pets farm zoo wild	Habitat of animals desert zoo pond and ocean forest		
	Animals and their babies pets in classroom how animals prepare for winter pet shows acquarium	Classification and identification of common animals birds reptiles amphibians fish insects	Classification Vertebrates mammals birds reptiles fish Invertebrates spiders insects helpful harmful crustaceans shell fish Prehistoric animals	Classification mammals reptiles amphibian insects birds micro-organisms

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
		Body parts	Body parts	Body parts
		How animals protect themselves	Animal covering and coloration hair fur feathers skin scales	Animal survival
		Animal movement	Preparation for seasons	
		Habits of animals		Behavior of animals
		Interdependence with plants		
			Use of animals	Use of animals food transportation protection clothing
			Growth and reproduction	
PLANTS	Different kinds of plants flowering plants trees	Names of common plants vegetables flowers trees vines poisonous plants weeds	Identification of plants	Kinds of plants helpful harmful mold fungus

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
	Plants have: roots stems trunks leaves seeds flowers	Parts of the plant		Function of plant parts
	Plants for food	Plants are used for: shelter clothing food	Gardening vegetable flower nursery	Agriculture Beautification
		Parts of plant used for food: seed stem roots leaves		
		Growth of plant	Chemical changes in plants	
		Change of plants with season deciduous evergreen	Plant cycle	
		Care of plants needs: sun soil water		
	Kinds of seed and how travel	Seeds and how scattered	Germination When to plant	Use of seed Commercial production of seed quality Gardening soil conditioning pest control Improving plants

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
ENERGY AND PHYSICAL CHANGES	Doing work animals wheels at home at school for fun	Energy sources living things magnets batteries electricity sun fire	Physical changes solid liquid gas	Physical changes solid liquid gas
	Heat and fire	How things change weather evaporation freezing melting rusting decaying	Changes produced by: heat and fire chemical changes physical changes mixtures	Changes in matter chemical physical elements evaporation melting freezing
			Measuring heat	Measuring heat
	How wheels help	Simple machines lever axle inclined plane pulley	Simple machines pulley wedges screws	Simple machines gasoline and electric motors
MATTER AND CHEMICAL CHANGES	Heat causes change	Changes as a source of heat and energy	Changes caused by temperature light air pressure	Melting points synthetic substances
WEATHER AND CLIMATE	Seasons	Signs of the seasons	Causes of the seasons	Climate of various parts of the world hot areas cold areas wet areas

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
	Recognition of: clouds rain wind thunder lightning snow sleet fog dew frost moon sun	Causes of: clouds mist frost dew snow sleet rain hail fog rainbow storms	Effects of: frost dew snow sleet rain hail humidity drought hurricane tornado floods	Climate and weather precipitation moisture humidity wind air pressure temperature
	Effects of weather on: dress clothes food health	Effects of weather on: work shelter transportation	Weather reports	Weather maps and prediction air current ocean current
	How animals prepare for weather		How climate effects shelter and living things	
		The water cycle	The water cycle	
		Measures of temperature	Thermometer and temperature	Thermometer Barometer Air gauge
			Light and heat	
	Fresh air	Ventilation	Air conditioning	Air pollution
				Air components

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
EARTH AND SPACE	Shape of earth		Changing of the earth's surface by erosion by building	
	Land and water	Gravity	Dams and reservoirs	
	Hills and valleys	Air and living things	Air and burning	
	Day and night	Causes of day and night	Movement of earth	Seasonal changes due to earth's movement
	Space men	Space program		
	Moon	Moon and earth	Tides	Flight to moon
	Stars		Navigation by star	Star constellations Sunlight and spectrum
	Sun	Energy, heat and light	Size of sun	colors Eclipses
		Planets	Planets and their orbits	Other heavenly bodies (meteors, comets)
	Soil Water	Rocks and soil Need for water	Soil formation Use of water	Conservation of soil Importance of water
CONSERVATION OF NATURAL RESOURCES	Recognize: Birds feed in winter have birdbath	Laws for protecting plants and animals in State and National Parks	Birds and animals game laws bird sanctuaries State and National Parks	Hunting laws birds animals fish

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
	Plants care for plants in classroom plant seeds in boxes how seeds travel Care of camping ground put out fires clean up Fire prevention Smokey the Bear	Forest Ranger looks out for fire, protects animals, birds and people Rules for camping put out fires keep parks clean do not break plants Fire prevention Land—how trees and grass keep land from washing away	Forest Rangers importance of Fish hatcheries Tree nursery Fire fighting Erosion—causes and ways of preventing: reforestation cover crops Rotation of crops Conture ploughing Terracing	Forestry reforestation care of trees control of fire Stocking lakes and ponds Fire fighting Land causes of erosion fertilization rotation of crops cover crops
	Need for water people animals plants	Water where we get our water importance of reservoirs	Water lakes and reservoirs irrigation water shed water for producing power	Water sources control of floods dams and reservoirs sources of power Mining need for controls quarries
	Conservation practices litter	Conservation practices litter land and water	Conservation practices water pollution	Conservation practices water pollution

Social Studies

SOCIAL STUDIES

Mental retardates are in need of social habilitation. They need experiences and skills to enable them to make the best possible adjustment to themselves, their family, their community, and society in general. Many of them come from culturally-deprived backgrounds. High levels of academic training are beyond their reach. However, with proper training and practice, they can become sufficiently adept at the social skills to function with at least some degree of adequacy as citizens, workers, and homebuilders.

Since this is the area in which educable mental retardates can come nearest to excelling, and because other educational areas offer them only limited opportunities, social studies should permeate the entire special education program.

The basic premise of this curriculum is that the major goal of special education is preparing the child for good citizenship by stimulating him to develop his maximum potential. Therefore, social studies should be interwoven into every phase of the special education program rather than being taught as an isolated subject.

A good social studies program should emphasize the following four objectives:

1. Special education should provide purposeful and varied *group* activities and experiences designed to develop those attitudes and skills essential to group living. These desirable attitudes and skills should be developed on sequential levels. Repetition to the point of overlearning is necessary in order to make them habitual.
2. Special education should seek through all possible means to enable the child to develop and habitually use desirable attitudes, ideals, and skills which are so essential in good human relations.
3. Special education should provide opportunities to develop and use concepts, insights, and understandings which are so necessary for successful daily living at increasing levels of maturity.
4. Special education should provide for the repetitive use of critical-thinking on sequential levels and problem-solving techniques in order to enable the child to work out his personal and his immediate environmental-social problems.

The degree of success in achieving the above objectives will depend largely upon the teacher's sensitivity to and understanding of the varying intellectual, physical, and social factors in the individual child—his interests and abilities, his characteristics, his chronological and mental ages, and both his present and possible future needs.

SELF-CONCEPT

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
A. Who am I? 1. This is my home 2. I am a boy or girl	A. We are individuals 1. We know and can write our name and address and telephone number 2. We are alike and we are different: a. Physical b. Personality c. Preferences d. Abilities e. Personal appearance	A. We are becoming more responsible 1. Personal data a. Filling out personal applications 2. Developing initiative 3. Resourcefulness 4. Self-confidence 5. Self-reliance is growing 6. Learning self-control	A. We are becoming more responsible 1. Personal data a. Filling out personal applications 2. Developing initiative 3. Resourcefulness 4. Self-confidence 5. Self-reliance is growing 6. Learning self-control

SELF-CONCEPT

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
B. This is how I look; 1. Look at self in mirror 2. Photographs 3. Self-portraits 4. Silhouettes 5. Cut pictures from magazines 6. Color of eyes 7. Color of hair 8. Color of skin 9. Color of clothes	B. We can contribute 1. We learn to: a. Cooperate b. Follow c. Lead	B. We are maturing 1. Personal appearance 2. Special abilities	B. We are worthy members of society 1. We have developed self-esteem 2. Our skills are growing
C. I learn about school 1. My room 2. My teacher 3. My friends 4. Rest rooms 5. Water fountain 6. School office 7. Cafeteria 8. Principal 9. Secretary	C. I like school 1. I am making more friends 2. Learning and developing skills and abilities 3. I am beginning to think of my future 4. My school behavior is good a. attitudes (1) Respect for authority and property of others (2) Accepting correction (3) Following directions (4) Setting a good example	C. I like school 1. I am making more friends 2. Learning and developing skills and abilities 3. I am beginning to plan my future 4. My school behavior is good a. attitudes (1) Respect for authority and property of others (2) Accepting correction (3) Following directions (4) Setting a good example	C. I like school 1. I am making more friends 2. Learning and developing skills and abilities 3. I am beginning to train for my future 4. My school behavior is good a. attitudes (1) Respect for authority and property of others (2) Accepting correction (3) Following directions (4) Setting a good example
D. Safety 1. How I get to school and back a. Walking b. Riding c. School bus	D. Safety 1. School and home a. Riding b. School bus c. Safety in school routines d. Walking e. Safety at work and play	D. Safety 1. School and home a. Walking b. Riding c. School bus d. Safety in school routines e. Safety at work and play	D. Safety 1. School and home a. Walking b. Riding c. School bus d. Safety in school routines e. Safety during leisure time activities

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
E. Working toward social acceptance: 1. Tea parties 2. Setting tables 3. Taking turns and sharing 4. Putting things in proper place	E. Working toward social acceptance: 1. Thoughtfulness 2. Kindness 3. Social amenities a. Courtesies (telephone, in stores, at theatre, etc.) 4. Good table manners 5. Introductions, boy and girl rules 6. Appearance 7. Language 8. Personality	E. Working toward social acceptance: 1. Thoughtfulness 2. Kindness 3. Social amenities a. Courtesies (telephone, in stores, at theatre, etc.) 4. Good table manners 5. Boy-girl relationships 6. Appearance 7. Language 8. Personality	E. Working toward social acceptance: 1. Thoughtfulness 2. Kindness 3. Social amenities a. Courtesies On the job 4. Good table manners 5. Adult social relationships 6. Appearance 7. Language 8. Personality
F. Growth in group participation 1. Sharing 2. Taking turns 3. Following rules and directions 4. Using toys properly and safely 5. Indoor play a. Activity records (1) Singing (2) Marching (3) Folk dancing (4) Exercises 6. Outdoor play 7. Games 8. Unstructured and creative activities	F. Growth in group participation 1. Self-control 2. Learning to get along with others a. "Mixing", playing b. Sharing and helping c. Tolerance d. Willingness to abide by decision of the group 3. Gracious acceptance of criticism 4. Following rules and directions	F. Growth in group participation 1. Self-control 2. Learning to get along with others a. "Mixing" and playing b. Sharing and helping c. Tolerance d. Willingness to abide by decision of the group 3. Gracious acceptance of criticism 4. Following rules and directions	F. Growth in group participation 1. Self-control 2. Learning to get along with others a. "Mixing", playing b. Sharing and helping c. Tolerance d. Willingness to abide by decision of the group 3. Gracious acceptance of criticism 4. Following rules and directions
A. We have duties and responsibilities in the home. 1. Meet my family a. Father (1) Earns living for family (2) Works for money (3) Place father works (4) How father helps at home	A. We have duties and responsibilities in the home. 1. Respect and consideration a. Parents b. Other family members c. Guests and other visitors	A. We have duties and responsibilities in the home. 1. Respect and consideration a. Parents b. Other family members c. Guests and other visitors	A. We have duties and responsibilities in the home and community. 1. Respect and consideration a. Parents b. Other family members c. Guests and other visitors

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
b. Mother (1) Mother cares for me and family (2) Mother cares for the home (a) Cleaning (b) Shopping (c) Cooking (3) Sometimes Mother works away from home c. Brothers and sisters (1) We are happy together (2) We help Mother and Father d. Working together (1) Our family has rules (2) We obey our parents (3) We are thoughtful of our parents (4) We are careful of our home (5) We are polite to guests (6) We are thoughtful of those who help us in our home (7) We are thoughtful of others who help our family (a) Doctor (b) Dentist (c) Milkman (d) Policeman (e) Fireman			
2. Chores a. Proper care of toys and clothing	2. Chores a. Proper care of toys and clothing	2. Chores a. Proper care of clothing and other personal possessions	2. Chores a. Proper care of clothing and other personal possessions

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
b. Assigned tasks (1) Carrying out trash (2) Caring for pets (3) Caring for yard (4) Making beds (5) Washing dishes (6) Setting the table (7) Sweeping and dusting	b. Assigned tasks (1) Carrying out trash (2) Caring for pets (3) Caring for yard (4) Making beds (5) Washing dishes (6) Setting the table (7) Sweeping and dusting	b. Care of family possessions (1) Furniture (2) Car c. Helping with food preparations d. Helping with sewing e. Gardening f. Assigned tasks	b. Care of family possessions (1) Furniture (2) Car c. Helping with food preparations d. Helping with sewing e. Gardening f. Assigned tasks
3. Cleanliness a. Personal b. Home	3. Cleanliness a. Personal b. Home	3. Cleanliness a. Personal b. Home	3. Cleanliness a. Personal b. Home c. Community
B. Recreation	B. Recreation—using my leisure time well	B. Recreation—using my leisure time well	B. Recreation—using my leisure time well
1. The family has fun indoors a. Listening b. Rhythm instruments c. Singing d. Art (1) coloring (2) drawing (3) paper cutting	1. Within the home a. Games b. Reading c. Music (1) Radio (2) Records (3) Singing d. Television e. Family discussions f. Parties	1. Within the home a. Games b. Reading (1) Books (2) Newspapers (3) Magazines c. Music (1) Radio (2) Records (3) Singing d. Television e. Family discussions f. Parties	1. Within the home a. Games b. Reading (1) Books (2) Newspapers (3) Magazines c. Music (1) Radio (2) Records (3) Singing d. Television e. Family discussions f. Parties
2. The family has fun outdoors (participants/spectators) a. Ball b. Camping c. Picnicing d. Trips e. Swimming f. Outings	2. Outside the home a. Outings b. Trips c. Sports and games d. Movies e. Concerts f. Church	2. Outside the home a. Outings b. Trips c. Sports and games d. Movies e. Concerts f. Church g. Clubs and organizations	2. Outside the home a. Outings b. Trips c. Sports and games d. Movies e. Concerts f. Church g. Clubs and organizations

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
3. We go to church 4. Shopping trips 5. We enjoy pets 6. Holidays are fun			C. Marriage 1. We talk about marriage a. Personal preparation and responsibilities (1) Social relationships (a) Getting to know each other (b) We share interests (c) We think, we talk, we plan together (d) Our attitudes toward marriage are morally wholesome and mature 2. Emotional responsibilities (a) What does maturity mean in marriage? (b) Are we mature enough for marriage? (c) How do our parents feel? (d) We talk to our clergy about marriage (e) Other people in our community will guide us in preparation for marriage (1) Discuss available community resources and access to them (2) Plan talks and visits by pertinent personnel

HIGH SCHOOL	HIGH SCHOOL		
3. Physical considerations a. Are we healthy enough to marry? b. Our doctor *must* counsel us 4. Financial considerations a. Can we afford to marry? (1) We have this much money saved (2) We earn this much money (3) We will need this amount of money b. These people and agencies will help us to understand our financial needs and responsibilities (1) Elicit community resources and encourage use thereof (2) Provide for experience opportunities with these resources 5. We plan our home a. We must budget and plan our income resources (1) These people and agencies will help us learn to manage our income (2) We must live on what we earn (3) Financing b. Our home will need care and maintenance (1) Husband's responsibilities (2) Wife's responsibilities	6. We may become parents a. We are a family (1) Mother's role and responsibilities (2) Father's role and responsibilities (3) Child's place in the family b. We must care for our family (1) Child care and training program (2) Home and family units from Home Economics curriculum may be used here c. We can get help with family problems (1) We become acquainted with community resources (2) We learn how to seek help (3) Clinics, doctors, public health nurse and facilities, etc.		

COMMUNITY

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
A. This is where I live 1. Neighborhood	A. This is where I live 1. County a. Neighborhood (1) Public buildings and available facilities (include field trips) (2) Map work b. The community government (1) Our governing officials and their duties (2) Our service agencies (a) Police (b) Sanitation, etc. (c) Health (d) Fire (e) Postal	A. This is where I live 1. State a. As it was long ago (1) Notable people (2) Notable events b. As it is today (1) State government (2) Geographical regions (mapping) (a) Counties and important cities (b) Industries	A. This is where I live 1. Nation (review Jr. High activities) a. Branches of government b. Constitution c. Political parties d. Elections e. Voting (qualifications and responsibilities of voters and candidates) f. Geographical regions (Caution! Please use in relationship to the students' interests and experiences) (1) State (2) Major cities (3) Industries (4) Agriculture (5) Natural resources
2. Other neighborhoods a. City b. Farm c. Small town	2. State a. As it was long ago (1) Indians (2) Contributions of our outstanding citizens b. As it is today (1) Capitol (2) Governor (3) State flag (4) Legends (5) Landmarks (6) Geographical regions of state	2. Nation a. Discovery (1) Story of Columbus (2) Early adventures b. Early settlements (1) Pilgrims (2) People come from many lands c. New nation (1) Notable events (2) Notable people d. Flag study e. Inventions and progress f. Mapping	2. We are citizens of the world. a. Types of government b. United Nations c. Geography (1) Continents, oceans, mountains, rivers, etc. (Caution! This material should be adapted to the interests and experiences of students)

COMMUNITY

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
3. Current events (Show and tell)	3. Current events (note—correlate where possible with class activities)	3. Current events (note—correlate where possible)	3. Current events
B. I am a good American	B. I am a good American	B. I am a good American	B. I am a good American
1. Pledge to the flag	1. Areas a. Neighborhood b. County c. State	1. Areas a. State b. Nation	1. Areas a. Nation b. World
2. National anthem	2. Obligations of a good citizen a. Respect for law enforcement b. Respect for rights and property of others c. Voting d. Beautifying e. I will make a contribution (1) Community services (2) School functions, etc.	2. Obligations of a good citizen a. Respect for law enforcement b. Respect for rights and property of others c. Voting d. Beautifying e. Taxes f. Registration for draft g. I will make a contribution (1) Community services (2) School functions	2. Obligations of a good citizen a. Respect for law enforcement b. Respect for rights and property of others c. Voting d. Beautifying e. Taxes f. Registration for draft g. Social Security h. I will make a contribution (1) Community services (2) School functions
3. Respect for rights and property of others			
4. Helping others			
C. This is where we get our:	C. This is where we get our:	C. This is where we get our:	C. This is where we get our:
1. Food	1. Food a. Source b. Production c. Marketing d. Consumption	1. Food a. Source and production in county and state b. Processing in county and state (1) Canneries (2) Frozen foods (3) Packing plants c. Marketing (1) Source to market (2) Grocery to home d. Services (1) School lunch (2) Restaurants and cafeterias e. Foods we need	1. Food a. Source and production in county and state b. Processing in county and state (1) Canneries (2) Frozen foods (3) Packing plants c. Marketing (1) Source to market (2) Grocery to home d. Services (1) School lunch (2) Restaurants and cafeterias e. Foods we need

COMMUNITY

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
2. Clothing	2. Clothing a. Source b. Production c. Marketing d. Consumption	2. Clothing NOTE: Follow general outline for food study	2. Clothing NOTE: Follow general outline for food study
3. Homes a. These are the houses we live in (1) Brick (2) Wooden (3) Apartment (4) Trailer	3. These are our homes a. Types of construction and materials (1) Brick (2) Wooden (3) Apartment (4) Trailer b. Source c. We take pride in our homes d. We care for our homes	3. These are our homes a. Types of construction and materials (1) Brick (2) Wooden (3) Apartment (4) Trailer b. Source c. We take pride in our homes d. We care for our homes e. Renting (1) Size (2) Location (3) Cost f. Building a home (1) Building materials (2) Size (3) Location (4) Cost g. Upkeep and maintenance of home (1) Painting (2) Roofing (3) Screening, etc.	3. These are our homes a. Types of construction and materials (1) Brick (2) Wooden (3) Apartment (4) Trailer b. Source c. We take pride in our homes d. We care for our homes e. Renting (1) Size (2) Location (3) Cost f. Building a home (1) Building materials (2) Size (3) Location (4) Cost g. Upkeep and maintenance of home (1) Painting (2) Roofing (3) Screening, etc.
D. These are the people who help us: 1. Teacher 2. Librarian 3. Policeman 4. Fireman	D. These are the people who help make our community pleasant and safe to live in: 1. I can be a helper to these people a. Teacher b. Librarian c. Policeman	D. These are community workers who serve and contribute: 1. Teacher 2. Librarian 3. Garbage collector 4. Park workers	D. These are areas which supply specific jobs: 1. School maintenance 2. Janitorial services 3. Public park maintenance 4. Sanitation and health services a. Garbage collector b. Street cleaner

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
5. Postman 6. Park workers 7. Garbage collectors 8. Road workers 9. Street cleaners 10. Milkman 11. Baker 12. Grocer 13. Nurse 14. Doctor 15. Clergyman 16. Farmers 17. Factory worker	d. Fireman e. Postman f. Park workers g. Garbage collectors h. Road workers i. Street cleaners j. Milkman k. Baker l. Grocer m. Nurse n. Doctor o. Clergyman p. Farmers q. Factory worker r. Druggist s. News carrier t. Repairman (i.e., telephone) u. Plumber v. Truck driver w. Trainman x. Gas station attendant y. Forest ranger z. Life guards	5. Road workers 6. Street cleaner 7. Policeman 8. Fireman 9. Postman 10. Milkman 11. Baker 12. Grocer 13. Nurse 14. Doctor 15. Farmer 16. Factory worker 17. Druggist 18. News carrier 19. Repairman 20. Plumber 21. Truck driver 22. Trainman 23. Gas station attendant	5. Road maintenance 6. Police Department 7. Fire Department 8. Post Office 9. Dairies 10. Bakeries 11. Grocery stores 12. Farmers' markets 13. Communication services 14. News carriers 15. Repair services 16. Transportation services 17. Public services a. Bowling alleys b. Swimming pools
E. Transportation 1 Types a. Land b. Sea c. Air 2. We travel a. Car b. Ship c. Bus d. Plane e. Train	E. Transportation 1. Types a. Land b. Sea c. Air 2. We travel a. Car b. Ship c. Bus d. Plane e. Train 3. Wise use of transportation a. Safety b. Courtesy	E. Transportation 1. Wise use of transportation a. Safety b. Courtesy 2. We travel a. We learn to use road maps b. We learn to figure distance, time, speed, cost	E. Transportation 1. Wise use of transportation a. Safety b. Courtesy c. Driver training 2. We travel a. We use road maps b. We figure distance, time, speed and cost

COMMUNITY

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
F. We communicate with others	F. We communicate to learn and grow	F. We communicate to learn and understand	F. We communicate to make our contribution to society
1. Through sounds: a. We listen and hear (1) Birds (2) Animals (3) Machines (4) People b. These sounds are meaningful—we understand many	1. We listen and learn a. At home b. At school c. At play d. With courtesy e. We use radio, TV f. We have records	1. We listen and try to understand a. Our parents b. Our teachers c. Our friends d. We follow directions e. We obey rules f. We share radio/TV programs g. We enjoy records	1. We listen a. To those who love us b. To those who guide us c. To those who train us d. To those who hire us e. We follow directions f. We obey rules g. We share radio/TV at home h. We enjoy records
2. Through sights: a. We look at (1) Pictures and books (2) Signs (3) Shapes (4) Colors b. These sights are meaningful—We understand them	2. We look a. Through the window b. When we play c. When we go for walks d. When we shop e. When we travel	2. We look at a. Directions b. Signs c. Symbols d. Maps e. Notices	2. We look at ourselves a. Our abilities b. Our weaknesses c. Our temptations d. Our opportunities
3. Through writing a. We make the letters and numerals b. We write our name and words c. We write sentences	3. We write a. Letters and messages b. Invitations c. Notes d. Class newspaper	3. We write a. Letters and messages b. Invitations c. Notes d. Class newspaper e. For information	3. We write a. Letters and messages b. Invitations c. Notes d. Class newspaper e. For information
4. Through language a. We speak (1) To each other (2) To groups (3) To those far away by telephone, radio b. We understand	4. We speak a. We talk together b. We share and tell c. We ask and answer d. We use the telephone (1) Proper usage and experience (2) Etiquette	4. We speak a. With one or many (provide experiences, introductions) b. Sensibly c. Clearly d. Pleasantly e. Directly	4. We speak to a. Those we know b. Those we work for c. Those we work with d. Those we wish to know e. Those who offer services

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
5. Through experiences a. We use body movements (1) Faces (2) Hands (3) Gestures b. We show feelings (1) Happiness (2) Sadness	5. We express ourselves in other ways: a. Smiles and pleasantries b. Polite proper gestures (1) Handshakes, etc.	5. We express ourselves in other ways: a. Smiles and pleasantries b. Polite and proper gestures c. With refinement d. With courtesy	5. We express ourselves in other ways: a. Smiles and pleasantries b. Polite and proper gestures c. With refinement d. With courtesy
6. We get ready to read a. (Refer to language arts guide)	6. We read a. At school b. At home c. For fun	6. We read a. For information and learning b. For news and current events (1) Use of newspaper, magazines, etc. c. For pleasure and recreation	6. We read a. For information and learning b. For news and current events (1) Use of newspaper, magazines, etc. c. For pleasure and recreation d. For job opportunities

Music

SINGING

Group singing is usually enjoyed by all and handicapped children are no exception. Singing should be included in the music program every day. This would include songs the children already know as well as new ones. Songs selected should be suited to the ability and interest level of the group. Children in the intermediate and advanced classes will be able to read simple verses and sing them correctly. Most primary children will be able to hum a tune or learn the words by rote.

OBJECTIVES OF ROTE SINGING

1. To provide a happy group activity.
2. To provide emotional outlets through singing and to release tensions.
3. To develop self-expression and self-control.
4. To develop speech and thought continuity.
5. To develop the ability to respond to moods, rhythms, and to develop a sense of tone quality.
6. To develop coordination of large and small muscles.
7. To encourage a love for beautiful music.
8. To provide a feeling of belonging and sharing.
9. To give a feeling of security in group singing and to provide enjoyment when alone.

Rote singing is the general method for teaching a song.

Suggestions for teaching a song:

1. Read the entire song to the group.
2. Explain the meaning of the words.
3. Read the song and ask the children to repeat the words with you.
4. If piano accompaniment is used, play the melody.
5. Sing the song for the children to hear.
6. Have the children repeat the words.
7. Sing the song with the children.

RHYTHMS

Rhythms have an important role to play in the music program for mentally handicapped children. They develop the active rhythmic sense; they aid in developing imagination and in expressing emotions. Music develops the sense of rhythm. Children come in contact with music everywhere in their daily lives. Music enhances recreation and relaxation.

OBJECTIVES	PROCEDURES
1. To develop a love for music.	1. Play accompaniments to which the child can respond. Provide opportunities for listening to music. Allow child to make bodily movements to accompaniment which involves contrast—fast or slow, soft or loud.
2. To promote a feeling of emotional well-being.	2. The same rhythmic response may not be expected by all children. Provide the opportunity for individual or small group participation. Permit the child to choose his own response, rather than asking everyone to engage in the same activity. (For example, skipping requires greater skill in muscular control than walking or running.) Create a permissive atmosphere in which the child feels free to chant and sing as he works or plays.

OBJECTIVES	PROCEDURES
3. To promote auditory concentration.	3. Provide opportunity for children to experiment with musical instruments, such as sticks, drums, tambourines, triangles. Help child discover the sound each instrument makes. Which instrument makes the lowest sound or highest sound? Play the drum with hand, then with sticks. Tap pencil on the desk. Play music (records or piano). Ask child to listen and decide which instrument will be desirable to accompany music played.
4. To promote creative expression.	4. Allow child to choose suitable instrument for certain rhythm, such as an African or an Indian dance, or wind and rain. Provide recordings of instrumental music. Ask pupils to give response to sounds as they listen, such as lively music gestures. (Tapping, running, jumping.)
5. To develop motor coordination and precision of timing.	5. Use songs with words that give clues to movement, or singing rhymes or games. For example, in the song "Six Little Ducks", children may choose to make the quack sound and waddle like a duck.
6. To provide pleasure and recreation.	6. Select music to meet the needs of the overactive and aggressive child, or shy and timid child. Encourage vigorous movements—clapping hands, tapping feet, snapping fingers. Dramatize nursery rhymes, poems, stories set to music. Dramatizing a song is an activity that provides for control of individual action. Give pupils the opportunity to move freely, make graceful movements to music.
7. Develop self-confidence.	7. Allow children to help in choosing the music and the best rhythmic presentation of an idea.

Dramatization of the following activities may allow expression of a child's own ideas.

Jumping animals—
- a. Kangaroos
- b. Rabbits
- c. Frogs

Our surroundings—
- a. Cars, buses, tractors, fire engines, airplanes
- b. Farm animals
- c. The wind, rain, thunder

OBJECTIVES	PROCEDURES
	Present a variety of suitable activities. Prolonged, unvaried activities may not build the confidence needed in children.
	Observe a child's movements and his tempo. Give help when needed.
	Listen to and evaluate music to which children respond most frequently. Allow the child to participate in activities he enjoys.
	Patience is required in developing skill in rhythm.

LISTENING

Listening to good music is an excellent way to develop appreciation and is used periodically throughout the music program for relaxation, interpretation, and enjoyment.

PRIMARY

OBJECTIVES	PROCEDURES
1. To foster an awareness of the beauty of music.	1. Play recordings of music suitable for children. Direct them to listen to sound of music only.
2. To develop a love for music.	2. Play music which is beautiful but choose short selections, simple enough for children to understand.
3. To feel and express moods in music.	3. Children develop listening ability to respond to marches, dances, etc.
4. To develop ability to hear tones and tell whether they are high or low.	4. Sing or play a single tone and encourage children to match it, or direct one child to produce it on the piano.
5. To recognize many songs.	5. Play on piano, record player or sing excerpts from songs already presented and have them identified.
6. To foster a taste for, and enjoyment of, good music.	6. Play recordings of good music while children are resting, drawing, etc.

INTERMEDIATE

OBJECTIVES	PROCEDURES
1. Continue with all objectives listed for the primary group.	1. Selections of music for this group should be longer than for the primary group.
2. Develop ability to recognize more and longer selections.	2. Begin with recordings of familiar songs. Gradually introduce new ones. These could be popular songs taken from musicals.
3. Develop the ability to recognize the sound of various instruments.	3. Pictures to illustrate each instrument will be of value here.
4. Develop ability to distinguish between: a. slow and fast b. march, waltz, ballet c. moods—gay, sad, etc.	4. A picture of a ballet dancer in costume, people marching, waltzing, etc., displayed with a very short introduction will enable pupils to associate music with action involved.
5. Develop appreciation of and love for such selections as Handel's "Messiah", "The Nutcracker Suite", "Hansel and Gretel", etc.	5. Use of filmstrips in color with accompanying records for these selections will enable children to understand, appreciate and love this music.

ADVANCED

OBJECTIVES	PROCEDURES
1. Continue with all objectives listed for intermediate group.	1. Same as for intermediate group.
2. Develop appreciation for, and understanding of, the lives of composers and stories of compositions.	

APPENDIX A

INSTRUCTIONAL MATERIALS CENTER FOR EXCEPTIONAL CHILDREN

Because of the difficulty involved in listing all available instructional materials and keeping such a list up to date, a specific material list has been omitted from this Guide. The Instructional Materials Center for Exceptional Children, which was established by the South Carolina State Department of Education at Columbia College, will more adequately serve the purpose of acquainting teachers with available instructional materials.

This Center operates as a satellite center of the University of South Florida, as recommended by the U. S. Office of Education. It has the capacity to (1) field test materials before distribution, (2) create and test new materials, (3) offer inservice training to teachers and (4) stimulate the development of regional centers.

The Materials Center is designed to meet the following objectives:

1. To serve as a central depository for curricular and instructional materials for exceptional children.

2. To make these materials readily available to teachers, supervisors, and/or administrators of programs for exceptional children in order that they may examine, experiment with, and evaluate these materials at the center and/or in the classroom.

3. To provide consultation, guidance, institutes, and workshops for special education personnel or those preparing for a career in special education in order that they may become familiar with the services and information provided by the materials center, the most effective use of available materials, and the wide variety of pertinent materials in the field of special education.

4. To generate interest in improved instructional materials and the creation or adaptation of new materials by teachers and other special education personnel and to provide a place for the preparation and demonstration of these materials.

5. To provide an index on subject matter areas relating to the education of exceptional children.

6. To evaluate existing instructional materials and make these evaluations readily available to all persons served by the center.

7. To provide detailed operational data and any other information which would aid regional directors in planning and establishing satellite centers throughout the state.

Special education teachers, students majoring in special education, supervisors, administrators, and ancillary personnel have access to materials and services provided by the Center.

APPENDIX B

GUIDELINES FOR ESTABLISHING AND MAINTAINING CLASSES FOR EDUCABLE MENTALLY HANDICAPPED PUPILS

DEFINITION

"Educable Mentally Handicapped Children means children of legal school age who, because of retarded mental growth, are incapable of being educated profitably and effectively through ordinary classroom instruction, but who may be expected to benefit from special education facilities designed to make them economically useful and socially adjusted." *

"Educable Mentally Handicapped Children" includes those children whose I. Q. on an individual psychological examination (Stanford Binet or Weschsler) falls between the limits of 50 and 70.

* Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967.

IDENTIFICATION AND SELECTION PROCEDURES

Screening

A method should be devised which will adequately screen possible candidates for the class. The following are suggested:

1. Annual Survey of the Handicapped—The annual survey of handicapped children may be used to identify pupils who need special class consideration.
2. Group Intelligence Tests—Consideration should be given to every child whose group intelligence test score is less than 75 or 80.
3. Group Achievement Tests—Consider every child whose achievement test results are two or more years below that expected for his chronological age.
4. Individual Intelligence Tests—Certain individual tests may be administered to primary and pre-school children by a guidance counselor or other designated school personnel with effective screening results. The following are suggested:
   a. The Peabody Picture Vocabulary Test
   b. The Slosson Intelligence Test

EVALUATION

An individual psychological examination must be administered by a person whose qualifications have been approved by the State Board of Education. A case study should be completed on each child by the local attendance supervisor, social worker, or other available qualified personnel.

PLACEMENT

A placement committee appointed by the superintendent should review the cumulative record, health record, case history and psychological report and make recommendations to the school administrator regarding placement in the special class.

1. Membership—The committee should consist of at least three members. Members should know the child and/or his family and represent as many different professions as possible.

   The committee may include:
   a. Superintendent
   b. Principal
   c. Supervisor of Special Education
   d. Special Education Teacher
   e. School Counselor
   f. Psychologist
   g. Physician
   h. Social Worker
   i. School Nurse
   j. Other Appropriate Personnel
2. Responsibilities—The committee should make recommendations concerning each child's admission, retention and dismissal from the special education program and be responsible for reviewing each child's case at least twice during the academic year.

   The committee should recommend specific educational, social, and emotional goals and methods for achieving these goals while the child is in the special education program.

PUPIL GROUPINGS

The following grouping by age is recommended:

Primary Class—Ages 6 through 9
Intermediate Class—Ages 10 through 12
Junior High Class—Ages 13 through 15
Senior High Class—Ages 16 through 18 or older

CLASSROOM LOCATION AND FACILITIES

A classroom should be secured which will meet the requirements for a regular classroom.

TEACHER CERTIFICATION REQUIREMENTS

All teachers employed for approved classes must hold certificates issued in accordance with rules and regulations of the State Board of Education.

REIMBURSEMENT PROCEDURES

In accord with the South Carolina Code of Laws, state aid for teachers of educably mentally handicapped children shall be allowed for a teacher employed with an average daily attendance of ten students.

In order to receive state aid under these terms, a local school district must submit a narrative description of the proposed program to the State Department of Education Program for Exceptional Children. Instructions for this report will be provided by the office. Such a narrative report is required only when a new program is initiated or when there is an organizational change within an existing program.

INSTRUCTIONAL MATERIALS

Textbooks and other instructional materials have been adopted for educable mentally retarded classes and are included in the complete adopted textbook list for use in South Carolina public schools, 1968-69. Most of these materials are available under the free textbook program. Application forms for both the free material and supplementary material are available from the Office of Textbooks, State Department of Education.

PROCEDURES FOR ESTABLISHING AND MAINTAINING CLASSES

The following steps are recommended to administrators in establishing and maintaining a program for educable mentally handicapped children.

1. The superintendent should appoint a planning or placement committee as recommended under "Placement" above.
2. The State Consultant for the Mentally Handicapped should meet with the planning or placement committee to make further plans for screening, evaluation and class placement.
3. Methods of screening suggested under "Screening" should be used to screen pupils for this program.
4. An individual psychological examination should be given by a qualified psychologist and recommendations made to the placement committee.
5. The application for approval form (PEC 104) should be completed in duplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local school district.
6. The application for approval of the teacher on state aid form (PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local school district.